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ADMINISTRATIVE - Mail

I. General: Slow handling of personal mail and apparent censorship without adequate explanation.

Specific: The handling of personal mail during the training period in the South was criticized by most of the students from the standpoint of delay in forwarding letters and telegrams. In addition, several letters came through that had been opened and re-sealed with Scotch tape suggesting some form of crude censorship although the students had been informed that none would be exercised with respect to their personal correspondence.

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ADMINISTRATIVE - Pay

II. **General:** Confused nature of any situation regarding overtime, per diem, payment of salaries, and explanation of size of checks.

Specific: Pay is confused with many students getting their checks late, or not at all, unless they institute personal action. Many students are in ignorance regarding whether or not they are receiving per diem, their status with respect to overtime pay, and the exact basis upon which their checks are computed.

The problem of who receives per diem and who does not has still not been settled adequately in the minds of the students, particularly those who resided in the Washington area prior to recruitment and consequently are ineligible for per diem payments.

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ADMINISTRATIVE - Holding

III. General: Inadequate planning of pool activities of students awaiting formal training.

Specific: During the period of time spent in the pool prior to training, many of the students felt that little real thought had been given to planning their work activities. Being recruited in many cases on an ideological basis, they felt a real need to make contribution and resented sitting idly drawing their pay, or doing "made" work when they could have been preparing themselves for their projected assignments.

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ADMINISTRATIVE - Future Assignments

IV. **General:** Inadequate orientation of the students with respect to their future assignments.

Specific: The students feel a real need for orientation by their respective branches prior to, during, and after training regarding the exact nature of their future assignments and the steps they can take to prepare themselves more adequately, outside of the formal training program, to cope with the problems with which they may be confronted.

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ADMINISTRATIVE - Branch Orientation

V. General: Inadequate comprehension on the part of branch personnel regarding the exact nature of the training given in the paramilitary program, and the abilities and skills of the graduates thereof.

Specific: Upon completion of training many of the students were dismayed by the lack of knowledge their respective branches had regarding the exact nature of their training, the types of projects to which they were to be assigned, and in some cases even the names of the students assigned to them. In addition, many of them felt that their branches not only did not know very much about them, but, had little interest.

A factor affecting the morale of the paramilitary personnel since their return from training has been the attitude commonly expressed in their branches that graduates of the program are "muscle-men," "bomb-throwers," "jumpers," and members of the "wheelbarrow brigade." Seemingly, branch personnel frequently consider them fit only for work requiring brawn and brute force and do not regard the graduates of the program as being capable of handling assignments calling for intelligent staff planning. As a consequence, many of the paramilitary students feel they are not really important cogs in the intelligence machinery and have been recruited on a false basis.

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ADMINISTRATIVE - Non-graduates

VI. General: Personnel disposition of students voluntarily dropping out of paramilitary training program.

Specific: Probably the major factor affecting the morale of the students in paramilitary training is the personnel disposition of individuals who resign from the program. It is generally felt that a way to get ahead in the agency is to drop out of paramilitary training and return to staff duty with OPC. True or not, the graduates of the paramilitary program feel that the students who drop out are promoted more rapidly than those who remain, that the drop-outs are in a better position from the standpoint of a career in the Agency, are more likely to go overseas in a staff and planning capacity, and are, in general, considered by their branches to be as highly qualified as the students who complete the full paramilitary training cycle.

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ADMINISTRATIVE - Draft eligibility

VII. **General:** Confusion on the part of draft-eligible students regarding their exact status with respect to the military.

Specific: The question of draft status has aroused considerable anxiety on the part of students. Many are beginning to realize that they are only delaying the inevitable inasmuch as employment with the Agency does not constitute military service. There is a feeling that the best thing they can do now is to resign from the Agency, try to get a military commission and get their military service out of the way. At present, they feel they may serve in the Agency for a number of years and then, when they decide to resign or the Agency terminates their employment, find themselves drafted as privates at a relatively mature age.

Baird - Malloon has it.

*malloon - Present YF program morale
Occup. deferment bad because local board has*

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RECRUITMENT - Urgency

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II. General: "Hurry up and wait" nature of original reporting to Washington.

Specific: Many individuals were ordered to report to Washington immediately and, after hurriedly settling their personal affairs, arrived here, in a pool for periods of several weeks or months with little or nothing to do.

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RECRUITMENT - Briefing

- I. **General:** Inadequate briefing at time of original contact regarding cover, and nature of training and future assignment.
- Specific:** Individuals were recruited for the Paramilitary program, in many cases, without adequate briefing regarding the type of work to which they were to be assigned. Jump training was euphemistically discussed in terms of "possible emergencies" and many of the students had no idea they were going to undertake full jump school training. Although they did not resent the training, they did resent the misrepresentation at the time of original recruitment.

At the time of original recruitment few, if any, of the students were instructed not to tell their families and friends they were going to work for the Agency, and by the time they were supplied with a cover story their acquaintances were already informed of their true status making cover exceedingly difficult, if not impossible.

General

25X1 Baird - would Col [] object to having such as those
25X1 present read [] complete report.

no, indeed.

25X1 [] was making comprehensive study.

He & Brown now assigned full time to holding.
I'd certainly like to see whole report.

We are reviewing PM requirements up to 30 June 1952
for (a) cold war, (b) hot war, will be done next week.

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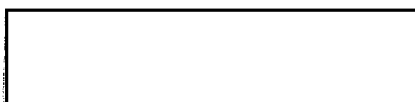
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OPC wants central pool
for all semi covert
2-3 days - 2-3 months.
Recom. it be operated under
coignance & direction
of Personnel - CIA.
Training phase under TR(c)

25X1



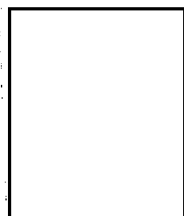
Working on civilian cover
to match military.
all newcomers would go into
one or the other.
Complete staff with backgrounds,
etc. for each
Beard - Who is spearheading?
- nobody

25X1



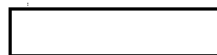
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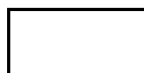
Serrano OSO
wants common pool.
we are working on
study of needs in full
consultation with OGC
& OSO.
Expect to have paper ready
in a week.

25X1



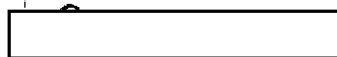
we don't want anybody
to assume Alcott Hall
project is ultimate solution.

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We hope Alcott Hall
will be replaced by Jan 1.

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2 phases
1. Personnel recruitment
2. E.O.D. - many come in
essentially for a pool.

O P C studying the persons
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/K(C)

Security studying cover.
When these three done,
Topside can decide.

Baird -

Our overt pool is working.
Takes nobody for less
than 6 weeks.

DDP needs to authorize
comparable things for
semi-covert.
Who administers?

Send reports to

(absent 12 days)

Baird will alert w/ offc.

in interest of cover action

25X1

25X1

Col.

These small pages record the concluding remarks. Probably they are of little significance, but for whatever they are worth, here they are.

JS